



VISUAL ARTS - Levels 1, 3 and 4



This term will hopefully see the completion of our whole school, ceramic tile mural. Level 3 and 4 students have already finished their tiles. Level 1 and 2 will finish theirs soon. If you have experience in tiling and would like to help us construct the mural, we'd love to hear from you!



	Week 1	Week 2 - 4	Week 5 - 6	Week 7 - 10
Level 1	Painting Picture of holidays – use brushes, large paper.	Clay Making a relief picture on a clay slab. Practise using fingers and tools to mould the clay. Design and make a tile to be fired.	Literacy Week Activities relating to the Literacy Week theme of “Book Safari”	Painting Experimenting with a variety of painting tools to create different effects. Using limited colours, different paper.
Level 3	Painting Brushes, sponges – paint holiday picture.	Printmaking Experiment, using various materials to print shapes & patterns. Make & use a basic relief printing block. Using printing foam.	Literacy Week Activities relating to Literacy Week	Construction – masks Using paper mache, balloons and other materials – card, fabric, paint, wool, etc.
Level 4	Painting Holiday pic – use whole paper, sponges, brushes.	Jewellery making Making paper mache beads and bangles. Using ‘modelene’ putty to make broaches, pendants. Soft wire work. Bead threading.	Literacy Week Activities relating to Literacy Week.	Construction – foam & other ‘junk’ Using a range of materials to construct something with a futuristic focus, e.g robots, space creatures etc.

Thankyou for your contributions of ‘junk’. We can use all sorts of things that you might normally throw away, e.g.

- Clean, washed margarine containers & lids
- Softwood offcuts
- Old CD roms
- Empty boxes – all shapes & sizes
- Knitting wool, especially thick and brightly coloured
- Old beads and other jewellery



Thank you for ensuring your child has a thick, liquid resistant smock!

Robin Gredler

VISUAL ARTS LEVEL 2

Last term the students particularly enjoyed the threads and textile activities. There proved to be many class members with intricate sewing skills. This term the children continue to show great enthusiasm and are demonstrating increasing skill as they create their 'masterpieces'. This term we are focussing on **MODELLING, PAPER SKILLS, CONSTRUCTION AND COLLAGE**.

At present students are creating human or animal sculptures using armature wire as a base, newspaper for padding and then foil to give a metallic look.

Each student will make a clay tile to be part of a whole school mural. This will involve kneading and rolling to make a slab and then carving a meaningful design or picture before glazing. The tiles will be taken away to be fired.

Students will have the opportunity to create 3D works using assorted paper and cardboard and skills such as curling, fringing, making folded springs and various methods of joining components together.

Collage work will take a variety of forms and will combine the use of pastel rubbings, assorted types and thicknesses of paper and cardboard and other materials such as icy pole sticks, match sticks, sequins and bottle tops, to name a few.

Jenny Lindholm

PERFORMING ARTS.

LEVEL 1

DANCE will continue include simple folk dances, more contemporary styles and creative dance moves. Dance skills involve whole body control, rhythm and interpretation of the music in a confident way.

DRAMA will continue to involve lots of improvisation and imagination, often to music. There will be greater emphasis on the expression of emotions.

MUSIC will again include lots of action songs. We will also look at tempo (speed), dynamics (loud and soft) and the beat and the pitch of the music. Children will continue to play a variety of untuned instruments and be introduced to more of the tuned ones.

LEVEL 2

DANCE will focus on the students creating their own dance steps and line dances with an emphasis on rhythm, balance and awareness of personal space.

DRAMA will focus on using expressive faces and body gestures to convey messages.

MUSIC will include singing, listening and the playing of tuned and untuned instruments. Often using a glockenspiel, students will work with the elements of music such as tempo (speed), beat, pitch and dynamics (loud and soft).

LEVEL 3

DANCE will focus on rhythm and interpretation of the music. As well as simple line dances and aerobic dance routines, students will be encouraged to make up their own dance steps and perform them.

DRAMA will involve working in groups to rehearse and then perform short plays. Students will be encouraged to use a combination of facial and body gestures and will work on the use of expressive voices and skills relating to sustaining a role and performing to an audience. They will be encouraged to self-assess and accept constructive suggestions from peers.

MUSIC Activities, many of them games, will continue to relate to tempo, beat, pitch and dynamics. There will again be an emphasis on tuned instruments. Students will be encouraged to record the beat patterns using conventional notation. Students will continue to complete some written tasks. Tuneful singing is to be encouraged.

LEVEL 4

DANCE will focus on contemporary routines and aerobic dance sets. Creative dance will involve students developing their own steps as they interpret their chosen music.

DRAMA Students will work in small groups, each sustaining a role or a character in some short plays. Performances can then be followed by self assessment and peer assessment. These activities may lead on to students writing some of their own dramatic material.

MUSIC There will be many opportunities to play tuned and untuned instruments as well as sing. Fun games will be used to increase knowledge of the elements of music.

Jenny Lindholm

Health and Physical Education

Last term all students participated in Health classes with a focus on healthy eating. Preps enjoyed trying out lots of different fruits and vegetables they would not ordinarily eat while other grades designed healthy wraps, compared and graphed foods from the canteen menu or compared their lunch box foods with the healthy eating pyramid. In PE they participated in activities to practise and extend their ball skills with visiting teacher Mrs. Werner.

This term I will be taking over PE classes with support from visiting teachers such as Mrs. Werner until my ankle is fully recovered. The main focus during Term 3 will be Physical Fitness. Students will be participating in activities and discussions that give them the opportunity to learn about the importance and relevance of physical fitness to a healthy life style and maintaining good health. Much of this will link in to and follow on from the healthy eating units last term.

Level 1 and 2 students will begin to build on appropriate vocabulary to describe how they feel when they have been involved in activities at varying intensities and to experience a range of exercises that improve flexibility, strength and cardio-vascular fitness. Vigorous games will play an important role in the fitness program.

Safety issues such as the importance of following rules and procedures, warming up and cooling down, resting and drinking water will be discussed and practised in order to begin establishing safe exercising habits.

Levels 3 and 4 have begun working in small groups to design their own games before teaching these games to their class. They will be required to consider issues such as equipment, rules, procedures and safety. They may modify or combine known games in order to design a new game or develop a whole new game.

Levels 3 and 4 will then embark on a fitness program that will involve an initial fitness test, several weeks of fitness circuits and vigorous games and a final fitness test in order to compare test results. Emphasis will be placed on issues such as safe conduct, following procedures, warming up, cooling down and drinking water.

Chris Lloyd

